Grade 7.13 Lesson Plan

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| TITLES: |  |  | |
| GOAL: Active Living/ **Relationships**   * **Grade:** 7 | OUTCOME: 7.13 Relationship Skills   * **Lesson #:** NA | TIME: 30 min.   * **Instructor:** Mr. K Heshka | |
| LEARNING INDICATORS: | | | |
| **7.13 a)** Evaluate own attitudes, values, and behaviours related to interacting with others while participating in, movement activities. | | | |
| PRE-REQUISITE LEARNING: | | | |
| **Movement Pattern:**  -Locomotion (intermediate):   * **Skill:** Propulsion, Change of Direction. * **Cues:** Getting a low center of gravity when changing directions.   -Evading (Intermediate/ Advanced)   * **Skill**: Change of direction and peripheral vision. * **Cues**: Planting with outside feet and making clean cuts, locating opposition.   -Understanding the rules to Capture the Flag. (see appendix #1)  -Teamwork: working together | | | |
| RESOURCES / EQUIPMENT: | | | |
| RESOURCES:   * Capture the Flag rules hand out modified from (http://www.ehow.com/how\_311\_play-capture-flag.html)   EQUIPMENT:   * Pylons (to define boarders and jail areas) * Flags * Proper outdoor attire required * Bring a water bottle | | | |
| P.E. COMPONENTS: | | | |
| SKILL FOCUS: NA  MOVEMENT PATTERNS: NA  PERFORMANCE CUES: NA  CONCEPT FOCUS: NA | | | |
| OUTCOMES / EVALUATION: | | | |
| **Outcome 7.13 Relationship Skills**  **Today’s Lesson:**  Inquiry observation analysis test  Self Evaluation:  Students will self evaluate themselves on their attitudes and behaviour when working with team mates. This will be filled out on the reflection questionnaire and returned to me next class. The following class we will  discuss your responses and answer and ask new questions in regards to team work. | | | |
| SCOPE / SEQUENCE: Instructional Approaches, Methods | | | NOTES / REMINDERS: ICE |
| **Outcome 7.13: Relationship Skills:**  OPENING: (Indirect, hand out from previous day) **7 Min.**  -Review rules of capture the flag (see attached Appendix 1)   * Ask students if they have any questions.   **-**Warm up (Students discuss possible strategies and roles within their teams, such as if they will have assigned positions or if they will change as the game goes.)   * Students are split into teams. Teams warm-up separate from each other * Random movement/ running within teams, while discussing team strategies. As a start they should be answering if they want to play defence, or offense within the rules. * Review boundaries and possible safety issues, such as gofer holes or tree branches.   BODY: (Indirect, active play) **15 Min.**  **7.13 a)** Evaluate own attitudes, values, and behaviours related to interacting with others.  Learning experience #1  -Tell students that the game will be 15 minutes. I will blow a whistle to begin and again when the time is up.  -Have the students disperse and hide their respective flags.  -Blow whistle to begin.  -My teaching will happen in the reflection process. My goal is to have students work really hard for my allotted 15 min. and while they have the game fresh in their minds have a reflection discussion.  PLAN B: (Weather Variables)  -Kings court inside the gymnasium.   * I will explain rules quickly if I use plan B (see appendix #4)   CLOSURE: **8 Min.**  -While walking back school from the field where we play, I will ask students a few comprehensive questions. They remain silent and think about the questions.  1. Explain the strategy that your team used.  Including:   * Did you have set “positions?” * Were you successful in any parts of the game? * Did the relationships and team moral look positive on your team?   2. Compare/ Contrast your strategy to the opposing team’s strategy?   * Did their structure of game play allow for happier team mates? * Did they have success within the rules of the game?   3. Recommend a new team strategy improving on relationship building and team awareness.   * Justify and explain your answer.   -Hand out reflection questionnaire once back at the school (See appendix #2) | | | -Remind students that they are to keep in mind their relationship interactions.  - I will choose one team that will wear pinnies.  -Students warm up by random running, with small discussions.  -Students can choose the space outside where they strategize.  - Identify the playing boundaries.  -I will ask my students these questions and they will reflect silently to themselves. |

Appendix #1: Rules for Capture the Flag

**Set Up**

1. Divide into two even as possible teams.
2. Divide territories for the teams. According to school boundaries.
3. Agree on two items to serve as "flags." They should be brightly coloured and a foot or two across.
4. If you get captured you must go to your jail, and do fifteen jumping jacks.

**The Game**

1. Retreat by team into your territory to hide the flag. The flag must be hung at head height and be visible from 20 yards away on at least one side.
2. You have to decide a quick strategy within you team such as splitting into attacker and defender groups within your team. Attackers and defenders can switch jobs as needed.
3. Attackers- Attempt to sneak across the border, find and capture the enemy flag and then race back without being caught if you are an attacker.
4. Defenders- Hide around your flag or along the border and try to intercept and catch any opposing players who sneak across if you are a defender.
5. Capture enemy players by tagging them while they are on your side of the border.
6. Win by capturing the enemy flag and carrying it back to your side of the border.

**Jail**

1. Must be located at the furthest possible point from the boarder of the two teams.

Appendix #2: Personal Reflection about Capture the Flag

Personal Reflection about Capture the Flag Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Explain the strategy that your team used.

Including:

* Did you have set “positions?”
* Were you successful in any parts of the game?
* Did the relationships and team moral look positive on your team?
* Do you feel your personal **attitude** was appropriate for success? Why/ Why not?

1. Compare/ Contrast your strategy to the opposing team’s strategy?

|  |  |
| --- | --- |
| Your Strategy | Opposition’s Strategy |
|  |  |

* What **values** did your team have that allowed you to be successful? How do you **value** your personal interaction with your team mates?
* Did they have success within the rules of the game?

3. Based on your attitude and values of your team work with others, articulate how you can use these strategies to other parts of your life such as another class (ie. Math), or problems solving in your house hold (ie. Doing the dishes).

**Self Evaluation:** Grade yourself on how you think you did, 1 is the lowest 5 is the highest.

Overall attitude in games

1 2 3 4 5

Overall behaviour when working with team mates

1 2 3 4 5

Appendix #3: Personal Reflection about Capture the Flag

[Possible Answer Sheet (answers in **bold**)]

1. Explain the strategy that your team used.

Including:

* Did you have set “positions?”

**-Offense/ Defence**

**-No real positions**

* Were you successful in any parts of the game?

**-yes, we captured the flag once, lost it but had fun!**

**-no, our strategies did not work at all and it was not fun.**

* Did the relationships and team moral look positive on your team?

**-yes, we were all co-operative and worked together.**

**-no, some people did not follow the plan, this made me mad.**

* Do you feel your personal **attitude** was appropriate for success? Why/ Why not?

**-Answers will vary, look for reasoning behind answers.**

1. Compare/ Contrast your strategy to the opposing team’s strategy?

|  |  |
| --- | --- |
| Your Strategy | Opposition’s Strategy |
| * we had positions * we won * we changed roles frequently when people got tired. | * they did not have set positions * they lost * they stayed in the same positions the whole time. |

* What **values** did your team have that allowed you to be successful? How do you **value** your personal interaction with your team mates?

**-We stuck to our positions even though they didn’t work right from the start. I think I personally was a leader and motivated people.**

* Did they have success within the rules of the game?

**-No, we won and they did not get the flag once.**

**-yes, we won and we were having so much fun!**

3. Based on your attitude and values of your team work with others, articulate how you can use these strategies to other parts of your life such as another class (ie. Math), or problems solving in your house hold (ie. Doing the dishes).

**-I understand that asking others for help is acceptable. I understand the “team in my house” and that we all have to contribute, this may mean doing the dishes.**

**Self Evaluation:** Grade yourself on how you think you did, 1 is the lowest 5 is the highest.

Overall attitude in games

1 2 3 4 5

Overall behaviour when working with team mates

1 2 3 4 5

Appendix #4 Rules for Kings Court

1. Teams split evenly into two team separated by a centre line.
2. They can be tagged if they venture into the opposing team’s side.
3. If a person is caught they must jog 2 laps around the gym starting from their side.
4. In the back centre of each side of the gym is a safe zone where 5 bean bags are held.
5. The goal is to run without getting caught to the other side and retrieve a bean bag and bring it back to your side without getting caught.
6. The winner is the team to get all the bean bags or the team with the most when time runs out.